CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoritical Framework

1. The concept of Habit

a. Definition of Habit

There are some definitions of habit according to some sources as follows:

According to (Runger, 2016) the terms habit and automaticity are sometimes used interchangeably. More accurately, habit have a specific set of features accociated with automaticy. A habit, from the standpoint of psychology, is a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience, (Andrews, 1993) Habit, however, are not synonymous with automaticy. Two definiting of habit automaticy they are activition by recurring context cues and insentisity to short-term changes in goals. Habit also be performed quickly, efficiently, in a rigid manner, with limited thought, and in a unit of chunked responses.

Habits are automatic routines of behavior that are repeated regularly, without thinking. They are learned, not instinctive, human behavior that accur automatically, without the explicit contemporanous intention of the person. The person may not be paying attention to or be consicous or aware of the behavior. When the behavior is brought to the persons' attention, they may be able to control it. (Duhigg, 2012)

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Classical definition of Habits: the choices that all of us deliberately make at some point, then stop thinking about but continue doing, often everyday.

Based on Merriam Wesite online dictinoary, habit is stated as a behavior a pattern, acquired by frequently repetition or psychological exposure that shows it self in regularity or increase facility of perfomance.

From the definition above, the writer concluded that habit is an activity that is done repeatedly and continuously in a way unconsciously. In this research , the habit is action as the students' habit in watching English movie in day everyday living. A habit can be done anytime and anywhere.

b. **The Factors of Habit**

Based on the (Qureshi, 2012) there are some factors that affect someone's habit:

1) Frequency
2) Repetition
3) Automation

Based on the definition above, the writer concluded that people can grow their habit through conducted something that indicates strong repetition or if the result of the activity is pleasure, it conducted such an addiction to repeat again.

c. **The Characteristic of Habit**

According to (Qureshi, 2012) Some of the key characteristic of habituation are:

1) Duration : If the habit stimulus is not presented for a long enough period before a sudden reintroduction, the response will once again reappear at full-strength, a phenomenon known as spontaneous recovery. So if the noisy neighbor's loud banging (for example) were to stop and start, you're less likely to become habituated to it

2) Frequency: The more frequently a stimulus is presented, the faster habit is accur. For example if you wear the same parfume everyday, you are likely to stop noticing it earlier each time.

3) Intensity: Very intense stimuli tend to result in slower habituation. In some cases, such as deafening noises like a car alarm or a siren, habit will never accur (a car alarm wouldn't be very affective as an allert if people stopped noticing it after a few minutes.

4) Changing: Changing the intensity or duration of the stimulation may result in a reccurance of the original response. So if the banging noisy grew louder over time, or stop, or you had be more likely to notice it again.

So the writer concluded that there are four the characteristic of habit: duration, frequency, intensity, and changing. Every human has different habit.

2. **The Nature of Watching English Movie**

   a. **Definition of Movie**

   According to Wikipedia, a film, also called a movie or motivation picture, is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. (Monahan, 2010) states that analyzing movie the first thing is to understand the elements of movie. They are story, character, theme, setting, and style. A good story is a basis for most successful film. A good story has a very clear beginning, middle,a and end. The best way to organize the telling of the story is through proper balance of suspense and action.

   A character is a person that created by movies' creator or sometimes event an naimal who takes part in action of story. Character can be classify into two. They are main character and supporting character. The main character is the character that has many scenes on the story. Whereas, the supporting character is character that supports and helps the main character on the story.

   Theme is main concept and idea that underlies the story. Theme is revealed through the value of the character when confronting obstacles and resolving conflict in persuit their goal. It can be considered as the foundation and purpose of the story because without the purpose of the story will be trivial.

The setting refers to all of the information about the place, time, and situation of the movie. The setting can be classified to be two kinds. There are physical setting and social setting. The physical setting that can be understood by using sense, such as time and place. The social setting is setting that describes about the situation, lifestyle, culture, language of the society. The last element of the movie is refers to genre of the movie.

The statement above can be concluded that movie is a form of entertainment that composed by some elements. Movies have five elements which students have to know and understand when whatching a movie or reading story, because they are parts of the movies. If students do not know about it, they will not understand the subtance of that movie.

b. Advantages and Disadvantages of Watching Movie

Watching movie is kind of entertainment. But when watching movie students have to know that they also can learn English. It can develop their listening comprehension by frequently watching English movie. Their comprehension will be develop and than they can comprehend the movie that they heard frequently than can get the information easily.

According to (Sudarwan, 1995) movie has particular value, such as completing basis experience, provoking new inspiration, attaracting attention, showing treatment of real object, explaianing

abstract things, and etc. There are many advantages that can be obtained in the use of films as a media to deliver lessons to students. they are:

1) Movie can describe process

2) Movie can arouse impression of room and time

3) The pictures are three dimensions

4) The sound can arouse reality of pictures in form of nature expression

5) Movie can expert's voice while watching his/her appearance

6) Color movie can add reality of object, which is practiced

7) Movie can showscientific theory and animation

c. **Movies as a Teaching Resources**

Movie can be powerful tool for teaching, literature shows that teaching movie has been adopted in variety of subject. Promoting a visualization of concept and theory can increasing students experiences. The effectiveness of teaching with movie has been reported in (Kirsh, 1998) found that film assignment appears to improve students' understanding of course material. So to improve students undestanding about material the teacher can apply to watching English movie. (Schermer, 1988) visual media in education had significant Effect on attitude change and retention.

In sum, literature has shown that movies are an excellent tool for developing a variety of possitive characteristic and behaviors. It

was a possitive characteristic and behaviors can be enhanced in students through a systematic movie based teaching course, that is possitive characteristic and can increase participants in the teaching with movie course.

d. Habit of Watching English Movie

According to (Hollingworth, 2017) in Gultom, the students who habit of watching English movie:

1) Students have a strong frequency in watching English movie

2) Students often to repeat to watch English movie

3) Students have a strength automation in watching English movie.

Some indonesian students probably like to use their habit in watching English movie to improve their listening. If they apply their habit to learning something it will be good. So, in order to achieve the maximum level of ability to do something can be done by get custom to the activity or make the activity became a habit it can be effective strategy to learn something and fun.

3. The Concept of Vocabulary

a. Definition of Vocabulary

According to (Schmidt, 2002) vocabulary is a set of lexemes, including single words, compound words and idioms. The writer think that vocabulary is one of the important components that must to be mastered by learners. In conclusion, they can master English well. Vocabulary is the one thing beside many factors in learning English.

Without mastering vocabulary, it is impossible to master English well. The more students get vocabulary the easier students improve their English. (Hatch, 1995) vocabulary is the foundation to build language, which plays a fundamental role in communication. To know what vocabulary is the writer would like to present several that definitions of vocabulary.

According to (Hornby, 1995) vocabulary is total number of words. Which make up the language. than, According to Cambridge dictionary vocabulary is all the words known and used by a particular person and all of the word which exist in a particular language or subject. (Richard, 2002) also states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.

From the definition above, the writer concluded that vocabulary is all the words that have meaning and usually used to communicate by particular person.

b. **The Types of Vocabulary Mastery**

According to Palberm (1986) there are two kinds of vocabulary mastery such as receptive or passive vocabulary mastery and productive or active vocabulary mastery. The receptive vocabulary mastery is vocabulary in which one knows its meaning and usage in certain context, while productive vocabulary mastery is the vocabulary

that he knows and uses actively to express the ideas, opinions, and feeling in communication.

In another source divide several kinds of vocabulary mastery. (Montgomery, 2007) There are four kinds of vocabulary:

1) Listening vocabulary.

Babies are listening during all their waking ours and we continue to learn new words. Most of us will recognize and understand close to 50'000 words

2) Speaking vocabulary

The words that we used in speaking relatively limited, most adult used a mere 5,000 to 10,000 words for all they conversation and instruction.

3) Reading vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.

4) Writing vocabulary

We generally find easier to explain ourselves orally, using our facial expression and intonation to help get our ideas accros, than to find just the right words to communicate the same ideas in writing.

However, when the volume of English word is huge its very rare to find people even highly educated ones who know the total

words. Outstanding linguistic may have vocabulary of 30,000 to 40,000 words. An average educated person may have 15,000 to 20,000 words in his vocabulary (William, 1970).

c. Technique of Learning Vocabulary

According to (Harmer, 2001) describes some ways in presenting vocabulary, as follows:

1) Realia

This way, the teacher brings the real object into the classroom and introduced to the students.

2) Pictures

Teaching vocabulary through pictures is familiarly focuses on the object.

3) Mime, action, and gesture

It is often impossible to explain the meaning of words and grammar either through the use of color or in pictures. Action, in particular, are probably better explained by mime (concept like running and smoking are easy to present in this way).

4) Contrast

This way, the teacher shows the students a word and ask the students to find out the contrast of the word.

5) Enumeration

This way requires the teacher to introduce words by enumeration them with their general and specific meaning.

6) Explanation

This way, the teacher introduce words by explaining or describing the objects and asks the students to guest what the object is.

7) Translation

This way, the teacher asks the students to translate the given words into their mother tongue (native language).

d. Technique of Teaching Vocabulary

(Stuard, 2003) Mention two technique if teaching vocabulary. There are visual technique and verbal technique.

1) Visual technique

a) Mime and gestures

In this technique, the teacher can use real object and command. In real object, the teacher can use something available in the classroom such as door, whiteboard, board marker, clock, and so on. In using command, a teacher can give command such as open the window; open your book, etc.

b) Visual aids

In this technique, the teacher can use pictures, photographs, flashcards, and whiteboards as the visual aid. One of the visual aids that possibly used is whiteboards. The picture for vocabulary teaching come from many sources. It can be from the magazine, newspaper, or the student's handmade.

2) Verbal technique

a) Use of illustrative situations (oral or written)

This technique can be useful when the words are abstract. In this technique teachers just explain the word so that teachers should use more than one situation or context to ensure that students understand what they explained.

b) The use of synonym and definition

Synonym can be called the words that have similar meaning with other words.

c) Contrast and opposites

In this technique, the teacher asks the students the opposite of something, for example, what is the opposite of sweet? What is the opposite of clever? etc.

d) Scales

It can be useful way to get new vocabulary if students have learned contrasting or related gradable items. If students know 'hot' and 'cold' teachers can ask students a framework for feeding in 'warm' and 'cool' and later 'freezing' and 'boiling'.

e) Example

The teachers can use illustration to get the meaning of subordinates, such furniture, vegetables, and fruits.

e. **Instrument Vocabulary Mastery**

There are some components of vocabulary mastery from some experts. These task are useful for students in master the vocabulary. According to Lightbown and Spada (2006) students would continue to imitate and practice these sounds and patterns until they formed a habit of correct language use.

In addition, Scott Thornbury (2002) states there are some ways of presenting word meaning, namely word classes, correct syllable, collocations (idioms and Phrasal verbs), synonim and antonym, lexical and content word. So, in this research the writer used those meaning word concept to know whether someone's vocabulary mastery concept is good or poor.

Table II.1
Instrument vocabulary mastery

No	Subject	Indicator
1	**Word classes**	➢ Student is able to use the knowledge of word classes.
2	**Correct syllable**	➢ Student is able to find the correct syllable of words or more than one syllable.
3	**Collocations** **1. Idiom**	➢ Student is able to choose the grammatical pattern which are related to idioms.
	2.Phrasal verbs	➢ Student is able to choose the grammatical pattern which are related to phrasal verbs.
4	**1.Synonim**	➢ Student is able to find the word which have the similar meaning.
	2.Antonym	➢ Student is able to choose the word which have the opposite meaning
5	**Lexical and content word**	➢ Student is able to choose and differentiate the lexical content words. ➢ Student is able to use the knowledge of literature and content areas to understand words.

Based on the explanation above, the writer chooses the indicator of the test from Scott Thornbury they are:

a. Student is able to find the correct syllable

b. Student is able to find the word which have the similar or opposite meaning (Synonim/ antonym)

c. Student is able to choose the grammatical pattern related to phrasal verbs (collocations)

d. Student is able to use the knowledge of literature and content areas to understand words

e. Student is able to use the knowledge of word classes.

4. **The Correlation between Habit of Watching English Movie and Vocabulary mastery**

Correlation it means have relationship between one to another. Habit of watching English movie has significant correlation with advance the country. Especially for English language study, habit of watching English movie is very useful for students. By applying habit the students not only entertained but they also study about vocabulary and will get easier to memorized it. (Kalean, 2013) teaching English by using English movie as media in EFL classroom is a good way to teach the students how to speak well by imitating the actors and actress in the movie. This support by Wedd (2010) argues that by making use of films or movies in the classroom, students can enhance their vocabulary awareness and they can even make the pronunciation and intonation much better.

In the process of learning vocabulary using habit, the students will pay attention because it will be motivation them to learn . (Kelsen, 2009) point out the learning english through watching video can enhance students' motivation to learn since it can express them to a wide variety of sitiation that can help them comprehend similar situations in real life. So using habit to learn vocabulary is very good because can help the students motivation to learn and the students will get many vocabulary. In Pratama (Twyman, 2016) The habit of watching English movie provide opportunities to acquire language about vocabulary. It means that habit of watching English movie provide opportunities to mastered vocabulary.

In conclusion applying habit is one of the important ways to memorize vocabulary. By watching English movie the students not only know the story, but without realizing the students will adopt the new vocabulary to their brain.

B. Relevant Research

This research relevant with other research. A research from Arif Rahman on 2012. He conducted a research which entittled " The Habit of Students' Watching Movie and their Vocabulary Mastery of the Second Grade Students of MAN 1 Semarang ". The design of his research was correlation, in his research, he try to find out the correlation of students' habit in watching movie and their vocabulary mastery with the technique of questionare to collect the data of the habit of watching movie and vocabulary test in the form of multiple research shown that there is a correlation between the habit of

students' watching movie and their vocabulary mastery. The range of correlation coefficient is; 0,00 – 0.199 which means it shows a very low correlation.

A second research is from a thesis by Suci Ramadayanti Gultom the students of State Islamic University of North Sumatra entitled the Correlation between Students' Habit of Watching English Movie and Vocabulary Mastery. It was carried out to the eighth grade students in MTS Islamiyah YPI Batang Kuis in academic year 2016/2017. There were 29 students takes as the sample and using random sampling. The collected data were analyzed by using pearson product moment correlation and the instrument used were vocabulary test and questionnaire of students habit of watching English movie. The research finding indicated that there is a positive correlation between X and Y variable. It can be proved by the value 3,97-0,36. So Ha is accepted and Ho is rejected. In conclusion there is a significant relationship between students' habit of watching English movie and their vocabulary mastery.

The next research from a thesis by Selvi Nur Chayati the students of State Islamic Institute of Surakarta entitled the Correlation between Habit of Watching English Movie and Vocabulary Mastery towards Listening Comprehension at the Eleventh Grade Students of SMKN 6 Surakarta. It was carried out to the students SMKN 6 Surakarta in the academic year 2018/2019. The thesis is to investigated whether any significant correlation between students habit of watching english movies and listening comprehension, vocabulary mastery and listening comprehension, and habit of watching

english movie and vocabulary mastery. There were 59 students choosen as a sample and using cluster random sampling. The researcher used questionnaire to collect the data of students' habit in watching English movie, to collect the data of vocabulary mastery and listening skill she used test. Simple correlation and multiple regression correlation was used to analyzed the data by using SPSS 20 for windows. The result show (1) that there is a positive correlation between students habit of watching English movie and listening comprehension. Habit of watching english movie has contribusion to listening comprehension as much as 53,4% while the other factor is 46,6%. (2) there is a positive significant and correlation between students vocabulary mastery and lsitening comprehension. Vocabulary mastery has contribusion to listening comprehension as much as 61,5%, while the other factors is 38,5%. (3) there is a positive and significant correlation between students habit of watching English movie and vocabulary mastery towards listening comprehension (r_{xy}= 0,742, sig 0,000<0.05).

C. Operational Concept

In order to clarify the theories used in this research, the writer would like to explain about variables used in this research. This research is correlation research which focus on the relationship between students' habit in watching English movie and their vocabulary. Therefore, in analyzing the problem in this research, there are two variables:

Variable X as students' habit of watching English movie. The indicator of students habit of watching English movie based on (Hollingworth, 2017) in Gultom, are follows:

1. Students have a strong frequency in watching English movie

2. Students often repeat to watch English movie

3. Students have a strength automation in watching English movie.

Variable Y as students' vocabulary mastery. The indicators of variable Y are as follows:

1. Student is able to find the correct syllable

2. Student is able to find the word which have the similar or opposite meaning (Synonim/ antonym).

3. Student is able to choose the grammatical pattern related to phrasal verbs (collocations).

4. Student is able to use the knowledge of literature and content areas to understand words.

5. Student is able to use the knowledge of word classes.

D. The Assumption and the Hypothesis of the Research

1. Assumption

a. Students who are having habit in watching English movie that they have a good vocabulary

b. Students who are not having habit in watching English movie are assumed that they are lack of vocabulary.

2. Hypothesis

a. Ho: there is no significant correlation between students' habit of watching English movie and their vocabulary mastery.

b. Ha: there is a significant correlation between students' habit of watching English movie and their vocabulary mastery.